

# 2022 Annual Report

Redbank School



**Redbank**  
SCHOOL

5559

# Introduction

The Annual Report for 2022 is provided to the community of Redbank School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

---

Redbank School  
Dragonfly Drive  
WESTMEAD, 2145  
<https://redbank-s.schools.nsw.gov.au>  
[redbank-s.school@det.nsw.edu.au](mailto:redbank-s.school@det.nsw.edu.au)  
9633 1030

## Message from the principal

---

It has been a privilege to lead Redbank School throughout 2022, it is with great pride that I present the annual school report to the school community. This report outlines key achievements for the year and identifies areas for future focus. Throughout 2022, Redbank School maintained strong relationships with students, parents/carers, community mental health teams and external agencies. As a school we maintained our commitment to building a culture of high expectations for all, academic excellence and ensuring that all students build the skills needed to be active and resilient citizens. I would like to thank all our members of staff for their ongoing hard work and commitment. With the support of our dedicated and professional staff and a strong school community, Redbank School continued our journey of maintaining high expectations and building a strong, positive learning community where all members feel known, valued and cared for as we strive towards sustainable wellbeing.

## School vision

Our vision is to empower every student with the resources for sustainable wellbeing, for every student to continue their journey through education and finish school prepared for rewarding lives as engaged citizens in a complex and dynamic society. It includes achieving excellence in our school's specific purpose and contributing to the success of students in other schools whose experience of mental illness impacts their education and educational trajectory. This is a journey of continual improvement, one we travel together with our students, families and community. Throughout the journey, we will continue to learn and engage in high impact professional learning, we will hold ourselves accountable for the impact of our work.

## School context

Redbank School is a School for Specific Purpose (SSP) located on the grounds of Westmead Hospital, Westmead. The school's specific purpose is to provide intensive educational support for students experiencing acute mental illness and ongoing significant mental health related difficulties. The school is strategically co-located with Redbank House, the hub for the Perinatal, Child & Youth Mental Health Service teams that deliver services and supports for people living with mental health issues and their families and carers in the Western Sydney Local Health District. School staff work consultatively and collaboratively with Redbank House and other mental health specialists to achieve its purpose.

The school has a capacity enrolment of seventy students, 80% of which are initiated when young people are admitted into the Acute Adolescent Unit (AAU), a specialist inpatient facility within Redbank House for young people experiencing severe mental illness. The other twenty percent of enrolments are initiated when students are offered placement through the DoE's Access Request process. The student cohort are all of secondary school-age and, as defined by the Disability Discrimination Act, have a disability. The composition of the student population varies as students enrol and exit throughout the year. The number of students with Aboriginal background, English as an Additional Language/Dialect and/or students who experience challenges associated with economic disadvantage, fluctuate continuously throughout the school year.

The findings of a recent situational analysis identified focus areas for improvement and the school's strategic directions for the next four years:

Strategic Direction 1 - Student growth and attainment. The focus of this direction is to improve student achievement in reading, numeracy and learning through initiatives related to effective classroom teaching practice.

Strategic Direction 2: Sustainable wellbeing. The focus of this direction is to support improvement in student wellbeing so that students are engaged and achieve their educational goals.

Due to the school's specific purpose and fluidity of the student cohort, locally developed targets for individual student progress and achievement will be developed and monitored annually. Improvement in the effectiveness of the school's programs and practices and the school's journey toward excellence will also be monitored each year using data identified in the relevant evaluation plan and a set of criteria for success. The school's program delivery is underpinned by consultative and collaborative practices and with the strategic allocation of resources, the school's significant alliances and partnerships can be strengthened. The school will continue to improve the effectiveness of its programs and practices to ensure the needs of every student are addressed and optimal outcomes achieved. The school needs to embed explicit strategies to ensure the outcomes for Aboriginal students and students learning English as an additional language (EAL/D students) equal or better those of all students.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading. At Redbank School, we hold ourselves, our students and our community to high standards. We are always learning and aligning our practice to the most current research to support our young people reach their educational and wellbeing goals.



## Strategic Direction 1: Student growth and attainment

### Purpose

To empower students with the capacity for learning and ensure every student demonstrates learning growth in reading and numeracy and optimal opportunity to achieve their learning goals.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading and numeracy
- Personalised learning
- Data informed practice

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$1,399.43

**SSP supplementary funding:** \$95,986.00

**Professional learning:** \$1,105.00

**English language proficiency:** \$2,400.00

**Student support officer (SSO):** \$38,423.20

### Summary of progress

#### Reading and Numeracy

Teachers worked closely with the learning and support teacher to establish clear and achievable goals for students resulting in an increased capacity of all staff to implement high quality teaching and learning strategies. As a team, we identified Essential Assessment Tool did not meet the expected goals for our school context. Next year we will trial the PAT R and PAT M assessment tool.

#### Personalised Learning

With the development of the schools new personalised learning and support plan format, there has been an increase in the documentation and monitoring by teachers of student learning. There is a clearer link between student wellbeing and student learning to inform future steps and the monitoring of student's strengths, needs and interests.

#### Data Informed Practice

We continued to see an improvement in data informing our teaching and learning practices. This has not only impacted positively on our students learning, but it has also strengthened staff capacity to use data and value its purpose to improve whole school practices. Student and community voice has increased and guided our planning and programs. Case management conferences has allowed for genuine reflection of student learning and wellbeing data enabling appropriate targeted supports.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All students achieve expected growth in reading and numeracy.	<ul style="list-style-type: none"><li>• all students, in Stage 6, who attempted minimum standards achieved the standard in reading, writing and numeracy</li><li>• all students have shown an increase in achieving their Literacy and Numeracy Personalised Learning Plan goals.</li></ul>
All students achieve personalised learning goals.	<ul style="list-style-type: none"><li>• collaborative planning processes have ensured all students personalised learning plans are tailed to the students' strengths, needs and interests.</li><li>• increase in staff capacity to adjust curriculum to meet the level of required support, (universal, targeted and intensive support model)</li></ul>

<p>The progress and achievement of Aboriginal students and students in equity groups equal or better the progress and achievement of all students.</p>	<ul style="list-style-type: none"> <li>• all students are supported to achieve their individual learning and wellbeing goals through, personalised learning and support plans, personalised learning pathways and through collaborative planning with appropriate stakeholders.</li> </ul>
--	--

## Strategic Direction 2: Sustainable wellbeing

### Purpose

To empower students with the resources to sustain a level of wellbeing that enables them to continue their journey through education and achieve their educational goals.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Educational achievement through wellbeing
- Student growth in wellbeing
- Community engagement

### Resources allocated to this strategic direction

**SSP supplementary funding:** \$34,015.00

**Student support officer (SSO):** \$57,634.80

**Per capita:** \$33,808.00

**Professional learning:** \$8,100.00

### Summary of progress

#### Educational achievement through wellbeing

With the implementation of our new PLSP document, all students had a documented educational and wellbeing goal which ensured all stakeholders were working together to plan short term goals and consistently work collaboratively towards achieving long term goals for the year. Next year we will continue to implement Pulse and utilise the data to develop wellbeing goals and compare results from 2022 and 2023 to monitor growth. All students will have a wellbeing goal informed by Pulse, the Personal and Social Continuum and all stakeholders. We will continue to empower student voice through leadership opportunities and participation in goal development.

#### Student growth in wellbeing

The whole school wellbeing program was implemented this year and provided a consistent approach across the school in wellbeing teaching and learning. Surveys completed by students assisted in planning topics important to students which increased engagement and ensured learning had purpose to the school community. We will continue to strengthen student and community voice to ensure we are meeting the needs of our students and school community. We will continue to develop and implement our attendance strategy to consistently monitor growth for all students.

#### Community engagement

We implemented a number of initiatives this year to improve our connections with local communities, including our connections with mental health services with increased family/carers engagement through a number of school events. We noticed an increase in parent/carers attendance at these events in Term 4 compared to Term 1 and 2. We will continue to reflect on how we can sustain their involvement while holding in mind their busy lifestyles and commitments.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All students achieve their educational goals.	<ul style="list-style-type: none"><li>• all students participated in student review meetings</li><li>• all students finishing school in 2022, either achieved their ROSA or Higher School Certificate, all transitioning to TAFE or University in 2023.</li></ul>
All students demonstrate growth in wellbeing in a variety of specific school based wellbeing measures.	<ul style="list-style-type: none"><li>• 80% of students engaged with the PULSE wellbeing assessment tool, allowing staff to closely monitor and plan appropriate levels of support, using the universal, targeted and intensive support model.</li><li>• whole school wellbeing program provided a consistent approach to the</li></ul>

All students demonstrate growth in wellbeing in a variety of specific school based wellbeing measures.

teaching and learning of wellbeing.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$14,343.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Redbank School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Overview of activities partially or fully funded with this equity loading include:</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• supplementation of extra-curricular activities, including course fees</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Equal and appropriate access to all school programs, resources and learning opportunities for identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, we will continue to support our students to achieve their educational and wellbeing goals. Next year, the school will focus on improving our attendance rates through various programs and initiatives.</p>
<p>Aboriginal background</p> <p>\$2,077.41</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Redbank School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school mural to reflect cultural identity and connection to country</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A genuine, learning through culture, experience for students and staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Embed our knowledge into classroom practices to provide a culturally safe environment, supported by culturally responsive teaching. Ensuring our teaching and learning programs are embedding Aboriginal content and perspectives.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Redbank School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Language and cultural demands across the curriculum were identified and supported. Personalised learning plans ensured that all EAL/D learners have the same opportunities to work towards the same outcomes as other students while being provided targeting English language support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage with professional learning for teachers on how to support and differentiate the diverse needs of EAL/D students.</p>
<p>Professional learning</p> <p>\$19,094.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Redbank School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and numeracy</li> <li>• Personalised learning</li> <li>• Student growth in wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging external specialist services to investigate literacy and numeracy based assessment strategies</li> <li>• High impact professional learning in the area of support for students with acute mental illness.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of staff to embed, researched based, professional learning into all areas of teaching and learning programs, increasing the support of all students in both learning and wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage in high impact personalised and targeted professional learning aligned to the School Improvement Plan, school based interventions and staff identified areas of development, (PDP).</p>
<p>Literacy and numeracy</p> <p>\$1,399.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Redbank School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Data driven teaching and learning programs to differentiate the needs of each student in literacy and numeracy through whole school assessment tool.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Adjust the school's assessment tool to improve the teaching, learning and assessment of literacy and numeracy. The school will implement PAT R and PAT M as the key source of assessment data for learning.</p>
<p>COVID ILSP</p> <p>\$22,440.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p>

<p>COVID ILSP</p> <p>\$22,440.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students, based on assessment data</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All identified students gained individual and targeted support in literacy and numeracy. Through this targeted intervention, learning case conferences were held to track student progress and update personalised learning plans. All students in stage 6 achieved the minimum standards.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued small group tuition for teaching and learning support with the intention to reinforce classroom instruction and to focus on targeted literacy and numeracy needs.</p>
<p>SSP supplementary funding</p> <p>\$130,001.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Redbank School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and numeracy</li> <li>• Personalised learning</li> <li>• Educational achievement through wellbeing</li> <li>• Student growth in wellbeing</li> <li>• Community engagement</li> <li>• Data informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• release time for staff to support teacher mentoring</li> <li>• employment of staff to improve the communication between the school and external stakeholders</li> <li>• additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)</li> <li>• executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Executive release has ensured the immediate response to students safety and wellbeing needs. Complex case management with all key stakeholders has delivered a consistent and collaborative approach of support, resulting in the close monitoring of ongoing crisis management.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support of student safety and wellbeing needs., The focus next year will be on improving whole school practices through a coaching and mentoring model.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Redbank School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Educational achievement through wellbeing</li> <li>• Student growth in wellbeing</li> </ul>



Student support officer (SSO)

\$96,058.00

- Community engagement
- Data informed practice

**Overview of activities partially or fully funded with this Staffing - Other funding include:**

- Providing wellbeing targeted interventions to identified students.
- Identify and implement a whole school wellbeing assessment tool.

Gathering of wellbeing data - how are we measuring the wellbeing of students. staff and community?

**The allocation of this funding has resulted in the following impact:**

Access to targeted interventions and wellbeing support for all students.  
Data gained from the implementation of a whole school wellbeing assessment tool has allowed for ease of monitoring the wellbeing trends of staff and students.

**After evaluation, the next steps to support our students will be:**

Further utilise the skills and expertise of the SSO by introducing individual and small group occupational therapy skills workshops.



Colour Run



Student designed Mural



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	9	17	10	6
Girls	24	27	22	31

The data depicted in the above table is not an accurate representation of student enrolments. During the 2022 school year, the school enrolled a total of **94 students**. The school has a capacity enrolment of 70 students, (at any one time), however, numbers fluctuate throughout the year as students enrol in and exit the school's various programs.

The school's data is reflective of research findings that suggest that one of the significant impacts mental illness has on an individual's functioning is school attendance. As a school, we work along side students, parent/carers and community/private mental health teams to deliver high quality education and wellbeing programs at a pace that is supportive of their individual recovery.

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### **Post school destinations**

---

At the completion of the 2022 school year, the following post school destinations were as follows;

- TAFE
- Western Sydney University
- Macquarie University

### **Year 12 students attaining HSC or equivalent vocational education qualification**

---

100% of students that were eligible for a HSC in 2022, obtained their HSC qualification. Similarly, 100% of students completing a pathways pattern of study, successfully sat their HSC exams.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.84
Teacher Librarian	0.4
School Administration and Support Staff	13.52

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Term 1

- Aboriginal histories and culture
- Sensory processing
- Essential assessment
- Cardio pulmonary Resuscitation
- Diabetes workshop
- Healthcare planning
- Return to school information session (leadership team)
- SENTRAL (selected staff)

## **Term 2**

- Code of conduct (session 2)
- Supporting students sense of belonging
- Inclusive, engaging and respectful schools
- Sensory modulation
- First aide officer training (select staff only)
- SENTRAL (all staff)

## **Term 3**

- SEPLA conference for all staff
- Aboriginal cultural education
- CESE High expectations
- Professional sharing
- SENTRAL (selected staff)

## **Term 4**

- PULSE wellbeing assessment tool
- Health and Wellbeing workshop (sessions 1 and 2)
- Attendance strategy (school based)
- Communicating with empathy (SASS)
- SENTRAL (selected staff)

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,987,061
<b>Revenue</b>	3,359,909
Appropriation	3,348,596
Sale of Goods and Services	-223
Grants and contributions	495
Investment income	11,040
<b>Expenses</b>	-2,441,801
Employee related	-2,108,488
Operating expenses	-333,313
<b>Surplus / deficit for the year</b>	918,108
<b>Closing Balance</b>	2,905,169

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

---

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	18,821
Equity - Aboriginal	2,077
Equity - Socio-economic	14,343
Equity - Language	2,400
Equity - Disability	0
<b>Base Total</b>	2,690,847
Base - Per Capita	33,809
Base - Location	0
Base - Other	2,657,038
<b>Other Total</b>	487,955
<b>Grand Total</b>	3,197,622

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Parent/caregiver, student, teacher satisfaction

Throughout the year, parent/caregivers, students, teaching and non teaching staff, as well as our community mental health partners, are provided with opportunities to reflect and provide feedback on the schools programs and services. This feedback is collected through survey's, reflections and email correspondence.

### Parent/Caregivers

Of all completed survey's throughout the year;

- 100% of parents/caregivers felt welcomed in the school environment
- 33% of parents/caregivers indicated a preference to after school hours meetings
- 100% of parents/caregivers are happy with the level of communication received from the school and feel confident they are up to date with their student's progress
- 100% of parents/caregivers are happy with the programs and events provided by the school
- 60% of parents/caregivers have indicated they would like to connect more with other families at the school

### Students

Of all completed survey's throughout the year;

- 100% of students are happy with the school's extra curricular activities
- 90% of students have indicated they feel supported at school
- 85% of students are happy with the programs offered at school
- 75% of students sent gratitude to students and staff
- 27% of students hold concerns about their post school options

### Staff

Of all completed survey's throughout the year;

- 100% of staff engaged with internal professional practice and expressed this being a positive experience
- 100% of staff are committed to the wellbeing and learning needs of all students
- 70% of staff have indicated ease of communication between key stakeholders

# Policy requirements

## Aboriginal Education Policy

---

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal Education - School statement

---

Redbank school works in partnership with Aboriginal and Torres Strait Islander students, parent/carers and the community to support students to thrive at school.

Through the school's commitment to deliver;

- a culturally safe environment
- culturally responsive teaching
- positive relationships and
- personalised learning, students are supported to achieve their individual learning and wellbeing goals

## Anti-Racism Policy

---

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Anti-Racism - School statement

---

Our school is committed to the elimination of all forms of racial discrimination.

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Other School Programs (optional)

---

Redbank School provides intensive educational support for students experiencing severe mental illness and significant mental health related difficulties. Our students are entitled to equitable opportunities and choices in their education even though they don't have the same experiences as other students. They have the same rights as other students, including



the right to education on the same basis as students without a disability. This means our students have the same opportunities and choices in their education that are available to other students, our students are entitled to rigorous, relevant and engaging learning opportunities drawn from the curriculum and set in age-equivalent learning contexts and, while our students will access age-equivalent context, the way in which they access it and the focus of their learning may vary according to their individual learning and wellbeing needs, strengths, goals and interests.

The school's model of educational delivery aligns with our school's specific purpose and with our partner PCYMHS Teams' Models of Care. Our model is flexible and responsive to ensure every student is supported in their unique journey, and to minimise the impact a hospital admission can have on a student's education and educational trajectory. We plan to enhance the model to include more opportunities for us to build the capacity of schools to meet the learning and wellbeing needs of students experiencing mental illness and significant mental health related difficulties.

In 2022, the model of educational delivery included the following programs:

### **Access Program**

The Access Program delivers a wellbeing focused education program to young people admitted to the Acute Adolescent Unit (AAU) of Redbank House at Westmead Hospital supporting a wholistic approach to treatment of young people. The Acute Adolescent Unit is a tertiary referral in-patient unit for patients aged between 12-18 years. It comprises nine beds with state wide access and offers comprehensive assessment and treatment for adolescents experiencing serious mental illness who require inpatient acute containment and management.

School plays an important role in a young person's recovery; school staff work with members of the multidisciplinary team to implement the program in the context of the young person's health care plan. The classroom acts as a safe and supportive learning space for students as they access treatment and begin their journey of clinical and personal recovery. Education planning for individual students starts as close as possible to the time of admission.

Students access their community school curriculum by bringing in hard copies of their school work into the classroom or by using the school's technological resources to access learning digitally. Students also access a wellbeing program that focuses on the explicit teaching of wellbeing and the skills and strategies for wellbeing. Dialectical Behaviour Therapy (DBT) skills and strategies form the basis of the learning. The overall program aligns with the department's wellbeing framework and includes activities to enhance student wellbeing across each of the identified domains and focus areas include mindful meditation, coping skills, relaxation, visual arts, food technology, social skills and health and fitness.

In 2022 a total of 61 students enrolled in the Access Program. Of the enrolled students, 81% attended a Government High School, 7% attended an Independent High School and 11% attended a Catholic High School.

### **Connect Program**

In 2022, a pilot program was developed in collaboration with Redbank School and Perinatal, Child and Youth Mental health Service (PCYMHS), to deliver a program to meet the educational and wellbeing needs of students who have been disengaged from education and/or are recovering from an acute mental health diagnosis. The Connect Program was developed to support students re-engage in learning and re-connect with their local community school. The program is delivered in partnership with the team around a young person including community teams, family/carers, community schools and Redbank School.

The Connect Program was delivered in Term 1 and Term 3, 2022. The program went for ten weeks with a gradual return to community schools, and the goal for full time return at the end of the program. Placement and enrolment occurred through consultation and a collaborative planning process between Redbank School, PCYMHS, Community Schools and parent/carers. The program enrolled 13 students in 2022 and 76% of students returned to their community schools. The other 24% of students were supported in partnership with their community schools to access another appropriate educational setting through Access Request. Of the 13 students enrolled, 10 completed the full ten week program and 3 were able to transition back to their schools prior to completing the program. Of the 10 students who completed the program, 100% demonstrated growth in their attendance and engagement in learning.

During the program, students gained access to specialist support including an Occupational Therapist, Exercise Physiologist, School Counsellor and Learning and Support teacher. Students completed a sensory profile and engaged in therapeutic workshops including Sensory Modulation, Exercise Physiology, Mindfulness and Stepping Stones, a social skills program. All students completed a literacy and numeracy assessment at the beginning of the program and 46% received intensive support from the learning and support teacher.

In 2023, we will be reviewing the program with all stakeholders and considering an outreach model of delivery based on current data. The program will provide opportunity to work collaboratively with community schools to build capacity of their staff in supporting young people and their families experiencing mental health related difficulties and to strengthen connections between all stakeholders. We will be gathering feedback from a range of sources to ensure we are identifying and priorities and needs with our communities.

## **Empower Program**

The Empower Program caters to students who are unable to engage with mainstream schooling and have identified requiring additional support for difficulties including anxiety, depression, social and emotional difficulties and high functioning ASD. The Empower program provides opportunities for students to focus on their education and wellbeing simultaneously. As there is a strong link between student learning and wellbeing we aim to integrate wellbeing in each student's academic program. Students participate in activities that help to promote growth and development of the emotional, social, physical and academic domains. For year 7 and 8 students the class teacher designs, implements and evaluates the education program in accordance with the syllabi with a strong focus on literacy, numeracy, PDHPE and Food Technology. Students in Years 9 to 12 follow the education program provided by Sydney Distance Education High School (SDEHS).

In 2022 the Empower Program participated in the (EPP) Educational Pathways Program and SBAT (School-Based Apprenticeship and Traineeships) to work with students to plan for post-school work and study options. At the beginning of the program 6 students (16%) had accessed the program at the beginning of Term 2. At the time of writing this report in Term 4, 2022, 15 students (50%) were engaging with this pilot program. Two students completed successful work experience placements and 1 student successfully applied for and began a Traineeship.

Stage 5 and Stage 6 Students attended the VET Ambassadors Day at Pendle Hill High School to learn about other successful participants and also attended the Nepean High School Career Day

2 students successfully completed the Pathways HSC Program and were both successful in achieving early offers to university.

## **Wellbeing Program**

This year a whole-school wellbeing program was created in collaboration with teaching staff to explicitly teach wellbeing consistently and cohesively across the school. In Term 2, 2022 lessons focused on the core values underpinning Redbank School wellbeing initiatives including; safety, co-operation, perseverance, connection, self-determination and regard. Term 3, 2022 expanded on the core values of wellbeing to explicitly teach lessons on healthy relationships, study habits, peer pressure, risk taking and CALM goals. During Term 4, 2022 the program focused on opportunities to practice the wellbeing skills learnt over the previous terms through lessons in music, drama, visual art and physical activity.

The engagement of a qualified Music Therapist and Art Therapist has been a successful addition to the whole-school wellbeing program in Term 4. Plans are currently underway to expand the program for Term 1, 2023 and expand the music resources available to students.

Student voice was a key focus throughout the year with the first Student Representative Council (SRC) and two School Captains leading initiatives across the school. The SRC met on a fortnightly basis resulting in a number of initiatives and changes being made across the Empower Program. Including the introduction of a fortnightly school assembly led by the SRC, the naming of 'The Wing' a designated classroom in the school where students access the support of the Occupational Therapist and utilise as a quiet place during the school day and the introduction of a student notice board on the playground.

Students participated in and led a number of whole school events including; Sorry Day, Remembrance Day, Harmony Day, Wear it purple Day, Presentation Day and Wellbeing Week. The Breakfast Club and Friday Foodies events continue to be successful and ongoing initiatives in the school calendar.

Students participated in the Zone Athletics Carnival in Term 3, with 2 students progressing to the regional Met West carnival. This is the first such achievement for our school.

## **Intensive Learning and Support Program**

In 2022, Redbank School continued to receive COVID ILSP funding allocation to improve literacy and numeracy educational outcomes for students through 1:1 and small group tuition. Through whole school assessment and monitoring of student growth and attainment, our ILSP teacher continued to build on what we had learned and achieved through the program in 2021. Student learning was monitored through individual literacy and numeracy plans, and individual learning goals were supported through universal, targeted and intensive support systems.

The ILSP program supported students to engage in NAPLAN, Check In assessment and achieve their Minimum Standards. Our Stage 5 and Stage 6 students were supported with Minimum Standards with 64% achieving the credential. The Intensive Learning and Support Program supported 47% percent of our students through intensive support and 53% of our students through targeted or universal supports. The small group and 1:1 tuition have been a highly effective way of ensuring our students are on track with their learning and they are generalising their skills across all environments. Our Personalised Learning and Support Plans (PLSP) have been reviewed, adjusted and evaluated to ensure continuous monitoring of impact the program is having on student learning and engagement. This was evident for

students who have progressed from requiring intensive support at the beginning of 2022, to a reduced level of support through targeted and/or universal strategies in terms 3 and 4.

As a school, we have worked on strengthening cross-curricular literacy and numeracy instruction to ensure students make meaning across all areas and all environments. The 2022 program has focused on targeting students' learning needs and building on their strengths. Students are taught consistently for a predetermined scheduled time with a focus and intention on reinforcing classroom instruction. Literacy and Numeracy is viewed as a shared responsibility and accountability to ensure continued improvements and achievements in teaching and learning. In Term 3, students engaged in study workshops to strengthen skills in the area of exam preparation, time management, study skills and memory. Students reported the workshops as helpful and supportive in planning for their Year 11 and 12 exams.

In 2023, we will continue to value Literacy and Numeracy with high importance and ensure a team effort approach as a school community. We will build teacher capacity to implement high impact literacy and numeracy instruction across all subject areas and continue to be guided by evidence-based practices.



Harmony Day Celebrations